

## H B Rhame Elementary

1300 Arrowwood Rd.  
Columbia, South Carolina 29210

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	375 Students	
<b>Principal</b>	Mikell G. Owens	803-731-8900
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	9	64	42	3

### IMPROVEMENT RATING

**BELOW AVERAGE**

### ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Average	Good	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Below Average	Below Average	Yes

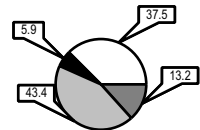
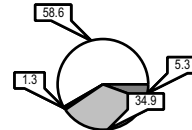
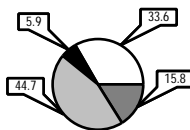
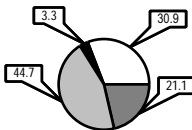
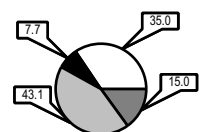
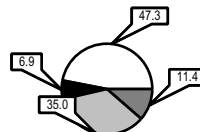
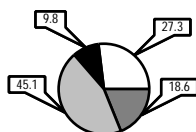
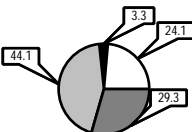
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	173	98.8	30.5	45.0	21.2	3.3	37.1	Yes	Yes
<b>Gender</b>									
Male	91	97.8	41.8	43.0	13.9	1.3	25.3	N/A	N/A
Female	82	100.0	18.1	47.2	29.2	5.6	50.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	161	99.4	31.5	43.4	21.7	3.5	37.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	100.0	23.5	49.3	23.5	3.7	41.2	N/A	N/A
Disabled	20	90.0	93.3	6.7	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	98.8	30.5	45.0	21.2	3.3	37.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	98.8	30.7	45.3	20.7	3.3	36.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	134	98.5	34.5	45.7	17.2	2.6	33.6	Yes	Yes
Full-pay meals	39	100.0	17.1	42.9	34.3	5.7	48.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	173	100.0	33.6	44.7	15.8	5.9	34.2	Yes	Yes
<b>Gender</b>									
Male	91	100.0	41.3	37.5	12.5	8.8	28.8	N/A	N/A
Female	82	100.0	25.0	52.8	19.4	2.8	40.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	161	100.0	34.0	46.5	14.6	4.9	32.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	153	100.0	27.2	49.3	16.9	6.6	37.5	N/A	N/A
Disabled	20	100.0	87.5	6.3	6.3	0.0	6.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	100.0	33.6	44.7	15.8	5.9	34.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	33.8	45.0	15.2	6.0	33.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	134	100.0	37.6	43.6	14.5	4.3	30.8	Yes	Yes
Full-pay meals	39	100.0	20.0	48.6	20.0	11.4	45.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	173	100.0	58.6	34.9	5.3	1.3	6.6
<b>Gender</b>							
Male	91	100.0	63.8	28.8	5.0	2.5	7.5
Female	82	100.0	52.8	41.7	5.6	0.0	5.6
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	161	100.0	60.4	34.0	4.9	0.7	5.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	100.0	54.4	38.2	5.9	1.5	7.4
Disabled	20	100.0	93.8	6.3	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	100.0	58.6	34.9	5.3	1.3	6.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	58.9	35.1	4.6	1.3	6.0
<b>Socio-Economic Status</b>							
Subsidized meals	134	100.0	63.2	31.6	4.3	0.9	5.1
Full-pay meals	39	100.0	42.9	45.7	8.6	2.9	11.4

<b>Social Studies</b>							
All Students	173	100.0	37.5	43.4	13.2	5.9	19.1
<b>Gender</b>							
Male	91	100.0	40.0	43.8	7.5	8.8	16.3
Female	82	100.0	34.7	43.1	19.4	2.8	22.2
<b>Racial/Ethnic Group</b>							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	161	100.0	38.9	42.4	13.9	4.9	18.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	153	100.0	32.4	46.3	14.7	6.6	21.3
Disabled	20	100.0	81.3	18.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	173	100.0	37.5	43.4	13.2	5.9	19.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	37.7	43.0	13.2	6.0	19.2
<b>Socio-Economic Status</b>							
Subsidized meals	134	100.0	39.3	44.4	12.0	4.3	16.2
Full-pay meals	39	100.0	31.4	40.0	17.1	11.4	28.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	60	100.0	23.6	43.6	32.7	0.0	32.7
	4	62	98.4	25.9	51.7	22.4	0.0	22.4
	5	65	100.0	25.9	67.2	6.9	0.0	6.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	98.2	18.4	36.7	36.7	8.2	44.9
	4	61	98.4	42.3	46.2	11.5	0.0	11.5
	5	56	100.0	30.0	52.0	16.0	2.0	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	60	100.0	34.5	60.0	5.5	0.0	5.5
	4	62	98.4	22.4	43.1	22.4	12.1	34.5
	5	65	98.5	15.5	63.8	17.2	3.4	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	32.0	42.0	24.0	2.0	26.0
	4	61	100.0	38.5	44.2	11.5	5.8	17.3
	5	56	100.0	30.0	48.0	12.0	10.0	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	60	100.0	58.2	36.4	5.5	0.0	5.5
	4	62	98.4	50.0	34.5	8.6	6.9	15.5
	5	65	100.0	50.0	34.5	8.6	6.9	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	52.0	38.0	8.0	2.0	10.0
	4	61	100.0	67.3	28.8	3.8	0.0	3.8
	5	56	100.0	56.0	38.0	4.0	2.0	6.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	60	100.0	41.8	56.4	1.8	0.0	1.8
	4	62	98.4	34.5	44.8	19.0	1.7	20.7
	5	64	98.4	36.8	47.4	12.3	3.5	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	56	100.0	34.0	50.0	14.0	2.0	16.0
	4	61	100.0	53.8	36.5	7.7	1.9	9.6
	5	56	100.0	24.0	44.0	18.0	14.0	32.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 375)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 4.2%	3.6%	2.8%
Attendance rate	96.6%	Up from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.2%	0.0%	0.0%
Eligible for gifted and talented	9.6%	Down from 10.7%	8.1%	10.4%
On academic plans	55.7%	N/AV	40.7%	33.6%
On academic probation	41.8%	N/AV	0.5%	1.0%
With disabilities other than speech	5.4%	Up from 5.1%	9.1%	7.5%
Older than usual for grade	1.1%	Down from 1.2%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	57.7%	Up from 55.6%	52.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 87.5%	86.9%	87.3%
Teacher attendance rate	96.3%	Down from 97.6%	95.1%	94.9%
Average teacher salary	\$45,334	Up 2.1%	\$42,092	\$42,485
Prof. development days/teacher	12.6 days	Up from 8.4 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	10.0	No change	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 21.5 to 1	18.2 to 1	18.6 to 1
Prime instructional time	91.4%	Down from 93.2%	89.7%	89.7%
Dollars spent per pupil*	\$6,084	Up 7.5%	\$6,663	\$6,557
Percent of expenditures for teacher salaries*	72.5%	Down from 74.3%	64.0%	64.0%
Percent of expenditures for instruction*	79.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The teachers at H. B. Rhame, Jr. Elementary received thirty hours of staff development in using technology as an instructional tool. Ninety-five percent of our teachers have achieved a technology level of proficient or higher. The school purchased several portable Smart Boards used for hands-on instruction with students.

Test results indicated a need to focus additional efforts to improve language arts and math skills. We have a 30-week Skill Development Program and a computer program to reinforce skills taught in both language arts and math. These skills also are emphasized in our After-school Academic Support Program along with science and social studies. We also have tutors from City Year who work with our students one-on-one to develop their reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PACT.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. Accelerated Reader was used in grades 1-5.

We continued a Behavior Intervention Program for students who need help in improving social skills. We have also strengthened our Character Education Program by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books for Breakfast and Doughnuts for Dads. In addition to our strong volunteer program, we have two Lunch Buddy Programs and Kids Café, an after-school program sponsored by a community church. The PTO raised \$9,000 to provide additional support to our school.

The most challenging issue facing our school is the high mobility rate of our students and their lack of social development skills. Limited parental reinforcement of skills at home prevents sustained progress in student achievement. Parent participation in some school activities is becoming increasingly lessened and requires greater incentives.

Mikell G. Owens, Principal  
Felicia Dixon, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	30	55	43
Percent satisfied with learning environment	86.7%	61.8%	74.4%
Percent satisfied with social and physical environment	96.7%	65.5%	83.7%
Percent satisfied with school-home relations	56.7%	74.5%	75.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.